

New York State District Report Card Comprehensive Information Report

BEDS Code: 01-01-00-01-0000

Name: Albany City School District

Superintendent: Michael A. Johnson

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	287	249	250
Kindergarten	720	672	691
First	812	740	674
Second	943	813	727
Third	799	776	757
Fourth	808	760	781
Fifth	796	742	734
Sixth	738	736	741
Ungraded Elementary	414	364	336
Seventh	679	662	695
Eighth	636	616	555
Ninth	799	802	749
Tenth	556	586	580
Eleventh	472	487	488
Twelfth	485	449	429
Ungraded Secondary	167	400	469
Total K-12 Enrollment	9824	9605	9406

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	289	2.9%	317	3.3%	288	3.1%
Black (Not Hispanic)	6081	61.9%	5992	62.4%	6000	63.8%
Hispanic	764	7.8%	836	8.7%	863	9.2%
White (Not Hispanic)	2690	27.4%	2460	25.6%	2255	24.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	17	18
Common Branch	20	19	19
English Grade 8	22	19	20
Mathematics Grade 8	23	17	16
Science Grade 8	23	19	21
Social Studies Grade 8	23	19	19
English Grade 10	23	23	21
Mathematics Grade 10	22	22	23
Science Grade 10	22	18	21
Social Studies Grade 10	22	22	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	344	3.4%	261	2.6%	324	3.4%
Eligible for Free Lunch	5315	54.4%	5759	60.0%	5666	60.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.5%		90.3%		92.5%
Student Suspensions	1446	14.6%	1481	15.1%	1251	13.0%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.4%	9.3%	9.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	697
Total Other Professional Staff	92
Total Paraprofessionals	239
Teaching Out of Certification*	34
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	367	146	40%	365	141	39%	353	149	42%
Students with Disabilities	43	0	0%	17	0	0%	33	6	18%
All Students	410	146	36%	382	141	37%	386	155	40%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	69	80	0	3	5	229
Percent	18%	21%	0%	1%	1%	59%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
33	6	29	62

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			107		134	
	Entered GED Program*			0		104	
	Total Noncompleters			107		238	
Students with Disabilities	Dropped Out			11		19	
	Entered GED Program*			0		19	
	Total Noncompleters			11		38	
All Students	Dropped Out	145	6.2%	118	4.4%	153	6.0%
	Entered GED Program*	6	0.3%	0	0.0%	123	4.8%
	Total Noncompleters	151	6.4%	118	4.4%	276	10.8%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		48	90
	Number of Students with Disabilities		42	339
	Number of All Students		90	429
	Percent of Enrollment		3%	17%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	125	66%	80	49%	65	60%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	27	59%	9	100%	24	92%
Spanish	288	63%	258	52%	356	73%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	13	15%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	49	10%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	100	60%	81	41%	53	64%
Science	193	38%	114	33%	47	38%
Reading	21	52%	8	62%	2	#
Writing	23	96%	11	100%	1	#
Global Studies	92	42%	18	28%	3	#
U.S. Hist & Gov't	115	41%	29	38%	11	36%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	58%	27	33%	97	44%
Science	22	41%	50	24%	87	21%
Reading	8	75%	25	48%	15	40%
Writing	9	89%	18	78%	9	100%
Global Studies	6	0%	20	30%	31	32%
U.S. Hist & Gov't	6	83%	10	50%	10	10%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	502	556	551	5	25	29
Number Scoring 55–100	412	417	429	2	8	12
Number Scoring 65–100	296	315	340	0	3	7
Number Scoring 85–100	43	125	116	0	0	1
Percentage of Tested Scoring 55–100	82%	75%	78%	40%	32%	41%
Percentage of Tested Scoring 65–100	59%	57%	62%	0%	12%	24%
Percentage of Tested Scoring 85–100	9%	22%	21%	0%	0%	3%
Mathematics A						
Number Tested	51	165	582	0	3	28
Number Scoring 55–100	3	37	340	0	#	8
Number Scoring 65–100	0	12	282	0	#	6
Number Scoring 85–100	0	1	45	0	#	1
Percentage of Tested Scoring 55–100	6%	22%	58%	0%	#	29%
Percentage of Tested Scoring 65–100	0%	7%	48%	0%	#	21%
Percentage of Tested Scoring 85–100	0%	1%	8%	0%	#	4%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	542	626	681	14	42	63
Number Scoring 55–100	464	468	458	11	19	21
Number Scoring 65–100	382	347	365	9	8	10
Number Scoring 85–100	120	112	107	0	0	0
Percentage of Tested Scoring 55–100	86%	75%	67%	79%	45%	33%
Percentage of Tested Scoring 65–100	70%	55%	54%	64%	19%	16%
Percentage of Tested Scoring 85–100	22%	18%	16%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	362	522	529	5	28	28
Number Scoring 55–100	284	448	478	1	18	21
Number Scoring 65–100	235	365	416	0	13	12
Number Scoring 85–100	108	110	177	0	2	2
Percentage of Tested Scoring 55–100	78%	86%	90%	20%	64%	75%
Percentage of Tested Scoring 65–100	65%	70%	79%	0%	46%	43%
Percentage of Tested Scoring 85–100	30%	21%	33%	0%	7%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	441	528	811	8	18	60
Number Scoring 55–100	395	483	640	7	14	28
Number Scoring 65–100	322	401	501	5	5	16
Number Scoring 85–100	39	68	79	0	0	1
Percentage of Tested Scoring 55–100	90%	91%	79%	88%	78%	47%
Percentage of Tested Scoring 65–100	73%	76%	62%	62%	28%	27%
Percentage of Tested Scoring 85–100	9%	13%	10%	0%	0%	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	288	242	262	0	3	9
Number Scoring 55–100	265	190	214	0	#	6
Number Scoring 65–100	246	147	167	0	#	3
Number Scoring 85–100	144	45	44	0	#	0
Percentage of Tested Scoring 55–100	92%	79%	82%	0%	#	67%
Percentage of Tested Scoring 65–100	85%	61%	64%	0%	#	33%
Percentage of Tested Scoring 85–100	50%	19%	17%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		171	268		2	5
Number Scoring 55–100		131	225		#	3
Number Scoring 65–100		66	129		#	3
Number Scoring 85–100		10	9		#	0
Percentage of Tested Scoring 55–100		77%	84%		#	60%
Percentage of Tested Scoring 65–100		39%	48%		#	60%
Percentage of Tested Scoring 85–100		6%	3%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	69	64	71	0	0	0
Number Scoring 55–100	53	63	71	0	0	0
Number Scoring 65–100	46	60	69	0	0	0
Number Scoring 85–100	23	22	27	0	0	0
Percentage of Tested Scoring 55–100	77%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	34%	38%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	225	216	216	0	4	1
Number Scoring 55–100	217	207	212	0	#	#
Number Scoring 65–100	206	194	206	0	#	#
Number Scoring 85–100	98	107	114	0	#	#
Percentage of Tested Scoring 55–100	96%	96%	98%	0%	#	#
Percentage of Tested Scoring 65–100	92%	90%	95%	0%	#	#
Percentage of Tested Scoring 85–100	44%	50%	53%	0%	#	#
Comprehensive Latin						
Number Tested	15	24	19	0	0	0
Number Scoring 55–100	15	24	18	0	0	0
Number Scoring 65–100	14	22	17	0	0	0
Number Scoring 85–100	6	9	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	92%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	38%	16%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	302	329	115	1	5	1
Number Scoring 55–100	230	257	95	#	3	#
Number Scoring 65–100	209	215	79	#	3	#
Number Scoring 85–100	77	48	21	#	0	#
Percentage of Tested Scoring 55–100	76%	78%	83%	#	60%	#
Percentage of Tested Scoring 65–100	69%	65%	69%	#	60%	#
Percentage of Tested Scoring 85–100	25%	15%	18%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	246	195	237	0	1	2
Number Scoring 55–100	200	162	186	0	#	#
Number Scoring 65–100	183	152	160	0	#	#
Number Scoring 85–100	76	54	59	0	#	#
Percentage of Tested Scoring 55–100	81%	83%	78%	0%	#	#
Percentage of Tested Scoring 65–100	74%	78%	68%	0%	#	#
Percentage of Tested Scoring 85–100	31%	28%	25%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	191	79%	126	86%	110	75%
Students with Disabilities	11	82%	17	59%	14	50%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	614	8%	21%	62%	9%
	Students with Disabilities	134	46%	22%	29%	2%
	All Students	748	15%	21%	56%	8%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	486	3%	53%	36%	8%
	Students with Disabilities	102	22%	63%	16%	0%
	All Students	588	6%	55%	32%	6%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	5	0	0	0	0
Middle Level						
Social Studies	0	4	#	#	#	#
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	419	419	419	11	11	11	430	430	430
Number Scoring 55–64	48	47	53	3	0	1	51	47	54
Number Scoring 65–84	186	194	199	2	3	1	188	197	200
Number Scoring 85–100	106	103	74	1	1	0	107	104	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)